



VIRGINIA DEPARTMENT OF
EDUCATION
Lead SLP Conference
Oct. 3, 2016

Workforce Data Survey

The Virginia Department of Health Professions provides voluntary surveys to Department of Health Professions' licensees through the Department's online application and renewal processes. Survey reports for each profession are released a few months after the end of each renewal cycle.

Summer 2016 Results

- Top 10 states to recruit from for SLPs
- 83% of SLPs have the CCC-SLP
- 95% of licensees are working as SLPs
- 1% involuntarily employed
- School employ 41% of SLPs
- ½ of all SLPs will retire by 2040

How can you use this data in the LEA? With SLPs? With HR staff? With special education leadership? With others?

Board of Audiology and Speech Language Pathology

Virginia Board of Audiology and Speech-Language Pathology
2016 Regulatory Updates
Leslie Knachel, MPH
Executive Director

Presentation will provide information on

- Repeal of Chapter 20
- Promulgation of Chapter 21
- Assistant Speech-Language Pathologists
- Continuing Education

Technical Assistance and Compliance

What is the difference? Why does it matter?

Roles of VDOE Staff

Technical Assistance

- Offer non-binding guidance to educators and families
- Highlight regulations and guidance
- Broker supports and contact information

Compliance & Administrative Services

- Adjudicate complaints
- Render decisions
- Determine corrective actions
- Monitor Due Process

Technical Assistance

- ✓ Based on facts shared
- ✓ Suggests possible actions
- ✓ Referral to director and school board attorney
- ✓ LEA determines Risk Tolerance

Compliance

- ✓ Regulations set the standard
- ✓ Violations of the regulations are identified during:
- ✓ Complaint investigations and findings
- ✓ Individual
- ✓ Systemic complaints
- ✓ Due Process actions

Helpful Reminders About Technical assistance:

- Is only provided as guidance
- Is based on the facts shared
- May not highlight violations of the regulations

Questions and Answers:

- Consider the Freedom of Information Act (FOIA) for communication
- Emails should NOT contain any student or parent information
- Anything sent as an attachment or in the possession of a public employee may be included as part of a FOIA request

Freedom of Information Act

The Virginia Freedom of Information Act (FOIA), located § 2.2-3700 et. seq. of the Code of Virginia, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees.

Learn About FOIA

<http://foiacouncil.dls.virginia.gov/>

FOIA Requests may request records that include:

- Specific staff by name or by agency
- Specific words or abbreviations
- Email addresses
- Event related items

What's FOIAble?

- A public record is any writing or recording -- regardless of whether it is a paper record, an electronic file, an audio or video recording, or any other format -- that is prepared or owned by, or in the possession of a public body or its officers, employees or agents in the transaction of public business.
- All public records are presumed to be open, and may only be withheld if a specific, statutory exemption applies.

Review of Recent Systemic Complaint: Actual Findings

“In an effort to provide technical assistance and guidance to [LEA 1] , Ms. Ireland referred [LEA 1] to speech and language pathologists in [LEA 2] to review their policies and procedures. Speech and language pathology services are provided both as a special education service and as a related service in [LEA 2]”

Technical Assistance

- Based on facts shared
- Suggests possible actions
- Referral to director and school board attorney
- LEA determines Risk Tolerance

Related Services: Regulations, Guidance, and Best Practice

Related Services

- *8 VAC 20-81-80.U.3 specifically note that speech language pathology services may be special education or a related service.*
- *8 VAC 20-81-10, make it clear that “Related Services” includes speech language pathology and audiology services.*
- *8 VAC 20-81-110.F.2.d and g provide that the child’s IEP team shall consider the communication needs of the child and consider whether the child requires related services to address such needs.*
- *8 VAC 20-81-80.F make it clear that once a student is eligible for special education services under a disability category, the student’s IEP team shall make decisions about the need for related services.*

About Caseloads

Students receiving SLP services as a related service are counted on the SLP’s caseload. The caseload max is currently 68:1

Funding for SLP Services

- The Dec 1 child count includes students who receive SLP services with:
 - Primary
 - Secondary
 - Tertiary
 - Related Services

VDOE Data Manager
Questions about reporting and
funding for related services

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The Systemic Complaint Alleged:

that, at a ___2016 Eligibility meeting, “LEA’s special education coordinator, ___ and Speech Therapist, ___, informed the members at the meeting...that the LEA has a school board policy which states that Speech and Language therapy services can only be provided to a student if found eligible under Speech and Language Impairment category.”

that “the LEA is federally mandated to offer students in their district the related services of Speech and Language...”

The Regulations, at 8 VAC 20-81-80.U, provide that a child may be eligible for special education services as a “child with speech or language impairment...” But the Regulations, at 8 VAC 20-81-10, make it clear that “Related Services” includes speech language pathology and audiology services. The Regulations, at 8 VAC 20-81-80.U.3, specifically note that speech language pathology services may be special education or a related service.

The Virginia Regulations, at 8 VAC 20-81-110.F.2.d and g provide that the child’s IEP team shall consider the communication needs of the child and consider whether the child requires related services to address such needs. Moreover, the Regulations make it clear that once a student is eligible for special education services under a disability category, the student’s IEP team shall make decisions about the need for related services. 8 VAC 20-81-80.F.

It is apparent that ___ policy and procedures did not allow IEP teams to fully consider speech-language pathology services as a related service for students who were not found eligible under the SLI category but were eligible under another of IDEA’s disability categories. These procedures were not consistent with IDEA’s implementing regulations.

Excerpts from a Corrective Action Plan (CAP)

This office has found _____ to be in noncompliance on Issue 1...

- ✓ *Schedule comprehensive training(s) for all school-based and central office special education administrators/coordinators, special education teachers, and their supervisors, regarding the provision of speech and language pathology services as a related service and with particular attention to the provision of such services to transfer students and students are not determined eligible for services under the category of SLI.*
- ✓ *Complete the required training(s) for all personnel no later than January 16, 2017; and provide ODRAS with a copy of its training schedule.*
- ✓ *Provide a copy of all policies and procedures that were altered to effectively assure the VDOE that the division is in compliance with IDEA’s implementing regulations regarding the provision of speech and language pathology services as a related service.*
- ✓ *Provide a letter of assurance that all files for eligible special education students who were not eligible under SLI during the period from July 1, 2015 to June 8, 2016 have been reviewed, and that no request for speech and language pathology*

- services was made on the student's behalf or was evident in the file. In addition, it shall be certified that the student's IEP team did not find a communication need warranting speech and language pathology services as a related service.*
- ✓ *If such a request was made and denied, then an IEP team meeting must be convened to consider whether the student is entitled to compensatory speech and language pathology services based on the student's communication need. If any students are entitled to compensatory services, then such services shall be provided within a reasonable period of time.*
 - ✓ *The coordinator or other VDOE staff may review a random sample of files to verify the letter of assurance from __. More than one training session—or video replay—may be required to accommodate the required personnel.*

Best Practice

- Clearly offer both SLI as eligibility category and as a related service
- Document eligibility for SLI using state criteria worksheet
- Document eligibility for speech-language services as a related service using a different form/process

Documentation

- Documentation should not state that speech-language services are not available to students
- Using the same criteria sheet for both eligibility and related services is problematic

Consider the Criteria

Consider the Differences

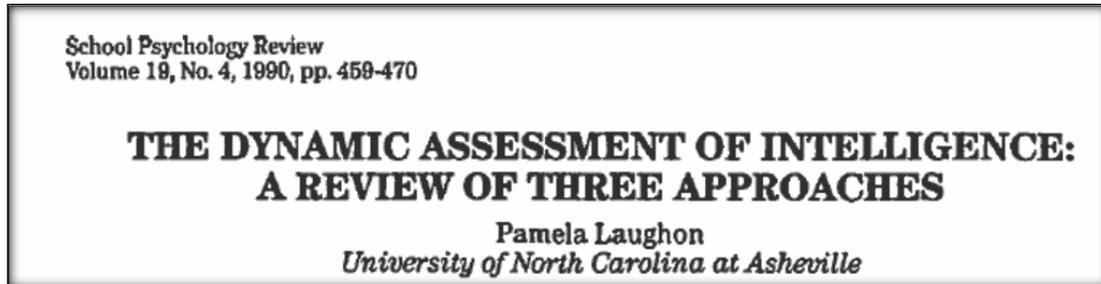
Working Lunch: SLP Evaluations, Confidence Intervals, Issues, Tools for Assessment and Treatment

Dynamic Assessment

Dynamic Assessment

- Increases accuracy of eligibility decisions
- Reduces bias in standardized testing due to poverty and dialect
- Provides additional data about effective strategies and supports
 - Educational impact
 - Need for specially designed instruction
 - Recommendations if not eligible

Hands on Activity: Destination Imagination



Dynamic Assessment: What is the understanding level for:

- SLPs
- Administration
- Psychologists
- Other staff
- Parents
- Advocates

What supports are needed in the LEA?

Addressing the Impact of Poverty

“SES differences in language processing skill and vocabulary are evident at 18 months.”

Anne Fernald, Virginia A. Marchman and Adriana Weisleder,
Developmental Science 16:2 (2013), pp 234-248

“Children’s academic successes at ages 9 and 10 can be linked to the amount of talk they hear from birth through age 3.”

Betty Hart and Todd R. Risley, Meaningful Differences in the Everyday Experience of Young American Children (Baltimore: Paul H. Brookes Publishing Co., 1995).

Strategies to Address Language Impact

- Story Champs
- SLAM Cards
- PEARL Screening
- ★ Dialogic Reading
- ★ Increasing “parent response to initiation”

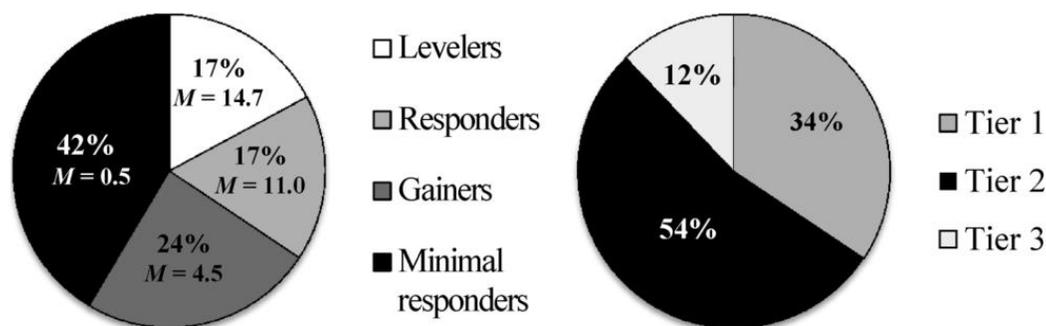
“...many children with language impairment receive special services in the public school system. There are, however, a far greater number of students in the United States who have difficulty producing and understanding the oral and written language expected of them, even though they do not have a language impairment ([Petersen & Spencer, 2014](#)). There are many reasons for this, including limited English-language proficiency, dialectal differences, and cultural and environmental differences (including lower socioeconomic status [SES]).”

(Spencer, Petersen, & Adams, 2015)

Spencer, T. D., Petersen, D. B., & Adams, J. L. (2015). Tier 2 Language Intervention for Diverse Preschoolers: An Early-Stage Randomized Control Group Study Following an Analysis of Response to Intervention. *Am J Speech Lang Pathol*, 24(4), 619-636. doi: 10.1044/2015_AJSLP-14-0101.SJ).

Am J Speech Lang Pathol. 2015;24(4):619-636. doi:10.1044/2015_AJSLP-14-0101

From: **Tier 2 Language Intervention for Diverse Preschoolers: An Early-Stage Randomized Control Group Study Following an Analysis of Response to Intervention**



Narrative interventions have traditionally been used to treat children with language disorders ...evidence to support their use with preschoolers without disabilities is accumulating ([McGregor, 2000](#); [Spencer, Petersen, et al., 2014](#); [Spencer & Slocum, 2010](#)). A growing evidence base means that SLPs can more confidently use and/or recommend narrative interventions for teachers and paraprofessionals to use in their classrooms.

(Spencer, Petersen, & Adams, 2015)

Dialogic Reading

- Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development.
- Children can jump ahead by several months in just a few weeks of dialogic reading.

www.readingrockets.org

What Works Clearinghouse

Effectiveness *Dialogic Reading* was found to have positive effects on oral language and no discernible effects on phonological processing.

	<i>Oral language</i>	<i>Print knowledge</i>	<i>Phonological processing</i>	<i>Early reading/writing</i>	<i>Cognition</i>	<i>Math</i>
Rating of effectiveness	Positive effects	N/A	No discernible effects	N/A	N/A	N/A
Improvement index³	Average: +19 percentile points Range: -6 to +48 percentile points	N/A	Average: +9 percentile points Range: -7 to +40 percentile points	N/A	N/A	N/A

1. To be eligible for the WWC's review, the Early Childhood Education (ECE) interventions had to be implemented in English in center-based settings with children ages 3 to 5 or in preschool. One additional study is not included in the overall effectiveness ratings because the intervention included a combination of *Dialogic Reading* and *Sound Foundations*, which does not allow the effects of *Dialogic Reading* alone to be determined. See the section titled "Findings for *Dialogic Reading* plus *Sound Foundations*" and Appendix A4 for findings from this and a related document.
2. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.
3. These numbers show the average and the range of improvement indices for all findings across the studies.

PEER Sequence

This is a short interaction between a child and the adult. The adult:

- Prompts the child to say something about the book,
- Evaluates the child's response,
- Expands the child's response by rephrasing and adding information to it, and
- Repeats the prompt to make sure the child has learned from the expansion.

Peer Example

The parent says, "What is this?" (the prompt) while pointing to the fire truck. The child says, *truck*, and the parent follows with "That's right (the evaluation); it's a red fire truck (the expansion); can you say *fire truck*?" (the repetition).

CROWD Prompts

There are five types of prompts that are used in dialogic reading to begin PEER sequences.

1. Completion
2. Recall
3. Open-ended
4. Wh-
5. Distance

Parent Responsiveness

- Beals DE, DeTemple JM. Home contributions to early language and literacy development. *National Reading Conference Yearbook* 1993;42:207-215.
- Hann DM, Osofsky JD, Culp AM. Relating the adolescent mother-child relationship to preschool outcomes. *Infant Mental Health Journal* 1996;17(4): 302-209.

- Silven M, Niemi P, Voeten M. Do maternal interaction and early language predict phonological awareness in 3-to-4-year olds? *Cognitive Development* 2002;17(1): 1133-1155.
- Tamis-LeMonda CS, Bornstein MH, Baumwell L. Maternal responsiveness and children’s achievement of language milestones. *Child Development* 2001;72(3): 748-767.

“parents who contingently respond to their young children’s verbal and exploratory initiatives (through verbal descriptions and questions) tend to have children with more advanced receptive and productive language, phonological awareness, and story comprehension skills”

www.child-encyclopedia.com/language-development-and-literacy/according-experts

Downloadable Handouts

www.child-encyclopedia.com/sites/default/files/docs/coups-oeil/language-info.pdf

www.child-encyclopedia.com/sites/default/files/docs/coups-oeil/literacy-info.pdf

Word Gap Challenge

Health Resources and Services Administration (HRSA)

3 Phase challenge

“The goal is to create a tool to help parents and caregivers talk and engage more with young children, so all children in the U.S. are on the path to success from an early age.”

Status of Challenge

www.wordgapchallenge.hrsa.gov/winners

<p>BEGINNING WITH BABBLE LANGUAGE EMPOWERS ALL PEOPLE (LEAP)</p> <p>A mobile app that reminds caregivers to interact with their baby through a variety of developmentally appropriate stimuli that are situationally based and scaffolded by prior success, babies’ interests, and parent engagement.</p>	<p>READ WITH ME, TALK WITH ME GEORGENE TROSETH, VANDERBILT UNIVERSITY and GABRIELLE STROUSE, UNIVERSITY OF SOUTH DAKOTA</p> <p>A storybook app that models a dialogic questioning interaction with children and provides tips for adults to use during reading and other everyday activities.</p>
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Next Steps

In the final phase, winners of Phase 2 will test their proposed interventions on a larger scale...each intervention will be matched with an appropriate community or program.

This will show:

- the scalability of the intervention at low-cost,
- the feasibility of implementation, and
- the impact on the intended outcomes.

Purpose This clinical focus article highlights the need for future research involving ways to assist children who stutter in the classroom.

Method The 4 most commonly recommended strategies for teachers were found via searches of electronic databases and personal libraries of the authors. The peer-reviewed evidence for each recommendation was subsequently located and detailed.

Excerpt from Table 1

Results There are varying amounts of evidence for the 4 recommended teacher strategies outside of the classroom, but there are no data for 2 of the strategies, and minimal data for the others, in a classroom setting. That is, there is virtually no evidence regarding whether or not the actions put forth influence, for example, stuttering frequency, stuttering severity, participation, or the social, emotional, and cognitive components of stuttering in the classroom.

The 4 Categories

The recommendations by [Roseman \(1999\)](#) are separated into the categories used by the author.

1. Teacher strategies involving a slower speech rate.
2. Teacher strategies involving increased response-time latency or not interrupting.
3. Teacher strategies involving the order of verbal participation.
4. Teacher strategies involving a presentation to the class.

So what? Now what?

At your table, discuss the following questions and be prepared to share:

1. Why is this important for schools based SLPs?
2. What adjustments could be considered in assessment and treatment practices?
3. What other professionals should be included in a discussion about this topic?

3 Articles to Consider

- Eisenberg, S. L. & Hitchcock, E. R. (2010). Using Standardized Tests to Inventory Consonant and Vowel Production: A Comparison of 11 Tests of Articulation and Phonology. *Lang Speech Hear Serv Sch*, 41(4), 488-503. doi: 10.1044/0161-1461(2009/08-0125).
- McLeod, S., Crowe, K., & Shahaian, A. (2015). Intelligibility in Context Scale: Normative and Validation Data for English-Speaking Preschoolers. *Lang Speech Hear Serv Sch*, 46(3), 266-276. doi: 10.1044/2015_LSHSS-14-0120
- Miller, J. F., Andriacchi, K., & Nockerts, A. (2016). Using Language Sample Analysis to Assess Spoken Language Production in Adolescents. *Lang Speech Hear Serv Sch*, 47(2), 99-112. doi: 10.1044/2015_LSHSS-15-0051

Regional Supports for SLPs

Regional Supports

- Face to face events
- ASHA Replays
- Meetings and Professional Development Events
- Informal networks
 - Emails for assistance
 - Calls and ad hoc meetings
 - Sharing of materials
- Other
 - ?
 - ?

<p>ASHA Replays Regional or by University Grant Documentation required for planning:</p> <ul style="list-style-type: none"> • LEAs • Date and time agreed upon • ASHA member who can support the event onsite • Topic (check expiration date) <p>★ At least 6 weeks notice ★ Attendee list (submit after event)</p> <p style="text-align: center;">Kudos!</p> <ul style="list-style-type: none"> ☺ Regions 6 and 7 – ASHA replays ☺ NOVA – replays for back to school ☺ Longwood University ☺ SHAV – Winchester area event ☺ Others - ? 	<p>Professional Development VDOE support may be possible Documentation required for planning:</p> <ul style="list-style-type: none"> • LEAs involved • Maximum count per LEA • Support of directors for staff attendance • Topics for consideration and outcomes • Free or low cost location or hotel venue <p>★ VDOE support requires planning 3-6 months in advance ★</p> <p style="text-align: center;">Kudos !</p> <ul style="list-style-type: none"> ☺ Southwest VA Regional Training ☺ NOVA Regional Training ☺ Region 1 and 8 Back to School ☺ Chesapeake Regional Conference ☺ Virginia Beach Back to School
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Other PD

- Consider resources in your area
- TTAC
- SLPs with expertise (you!)
- Group led hands on extensions of
 - Talking EBP
 - Narrative Protocols
 - Dynamic Assessment
 - Report writing

Informal Supports

- Remember HIPPA, FERPA, and FOIA
- Email lists
- Materials sharing
- Ad hoc meetings